

should constitute 20% of duties of a Faculty Member. Service duties are wide-ranging. In the Faculty of Arts & Science, all Members are expected to commit to Departmental committee service. Internally, administrative service may also extend to the Faculty or University level, while external service may be at the local community, regional, provincial, national or international scale. Examples of Service include active participation in University governance and other internal bodies (e.g., committees of all forms, including but not limited to STP, GFC and ULFA, centres and institutes and Teaching Centre activities) or external organizations at all levels (e.g., Tri-Council agencies, Boards, professional organizations, outreach, involvement in social justice organizations or interest groups, not-for-profit, entrepreneurship and industry or government engagement, media activities, etc.). Service duties may contribute to teaching excellence or support research and creative activity at the university, but activities that are directly related to one's own teaching preparation or that directly support one's own research performance are normally allocated to Teaching or Research. Where Service duties exceed or are less than 20% of workload, alternative allocations can be approved, though the Service commitment should normally range from 10-40% except during Study Leave with a higher frequency of values in the lower half of this range.

5. Other Considerations

Activities of Members often contribute to more than one workload category. In such cases, the Member may choose the category or categories to which such activities are allocated *ante* or *post hoc* and such requests will not be unreasonably denied by the Dean. An example of this would be a contribution to the Scholarship of Teaching and Learning, in which the activities and outputs may fall within the Service, Teaching and/or Research categories or some combination therein, depending on the nature of the work. Another example is where a community-directed Service activity is directly related to one's field of research and creative activity and leads to a planned or serendipitous research output. Graduate supervision involves supervision and mentorship (Teaching) and dissemination that may include the supervisor (Research).

Chairs play a key role in assisting the Dean in the assessment of workload and performance in alignment with the expectations appropriate for a particular discipline. Quality is valued as much as quantity and each of the Teaching, Research and Creative Activity, and Service to the University and Society categories are valued equally for a given weighting for PAR processes, though specific criteria and guidelines with respect to Salary, Tenure and Promotion are found in ASCA Articles 13 and 35, respectively.

2023 Update
No Changes

Faculty of Education Workload Process

The Faculty of Education process for assignment of duties is as follows:

1. An e-mail is sent to all Instructors and Professors by the Dean's office asking for each of them to submit the courses that they would like to teach in the next academic year.
2. These course requests are considered alongside programmatic needs between the undergraduate and graduate programs.
3. A draft set of assigned courses is e-mailed to each Instructor and Professor individually. Instructors and Professors are invited to submit alternatives or they are asked to agree with the courses they have been assigned.
4. If alternatives are suggested and those suggestions can be incorporated in the overall programmatic needs, then those suggested changes are made and a new draft set of courses is e-mailed to the Instructor or Professor.
5. Once the Instructor or Professor has agreed to the assigned courses, an official workload letter is sent to each individual Instructor or Professor that is signed by the Instructor or Professor and returned to the Dean's office.

2023 Update

No changes

Faculty of Health Sciences Workload Process

Internal Dean's Office Memo:

Principles Guiding Workload Assignment in FoHS

1. Equity and Fairness

- The FoHS employs a discourse of 100% workload, as opposed to a focus on number of courses taught.
- Service and research are not normally specifically assigned under the collective agreement, but the expected weighting of service and research commitments shall be identified in the workload assignment of each academic staff member.
- One course equivalent shall normally equal 10% of assigned duties. A Course Equivalent is normally defined as a one semester course, scheduled by SEARS, with a 3 credit weighting. Such a course could receive a partial course equivalency.
 - o Instructors normally carry 80% teaching load, which means 8 course equivalents.
 - o Faculty members normally carry 40% teaching load, which means 4 course equivalents.
 - o Faculty members who wish to teach more than 4 course equivalents shall have their workload assignment adjusted accordingly (5 CE = 50%; 6 CE = 60%).
 - o Research chairs shall be assigned course equivalents commensurate with their expected teaching load (20% = 2 CE; 30% = 3 CE).
 - o No academic staff member shall normally receive a teaching assignment below 2 CE per year.
- The Dean's office drafts a suggested assignment in consultation with the program coordinator (who in turn shall have consulted with academic staff); academic staff members shall have the opportunity to respond to the Dean and suggest an alternative assignment.

2. Effective program delivery and responsible stewardship of FoHS resources

- Required courses will be prioritized in all teaching assignments for ongoing academic staff members.
- Overload stipends should normally only be permitted for purposes of meeting program requirements.
- Sessional appointments should normally only be permitted for purposes of meeting program requirements or net revenue generation.
- Partial course equivalents (e.g., for clinical teaching, supervision of practicums) shall be assigned where appropriate.

2023 Update

No Changes

Library Workload Process

UNIVERSITY OF LETHBRIDGE
Procedures for the Assignment of Duties of Professional Librarians
Assigned to the University Library

No part of these Procedures is intended to be at variance with or over-ride any of the provisions in the University of Lethbridge Faculty Handbook, or other collective agreements in place at the University. Where any ambiguity might arise between these Procedures and the Faculty Handbook, or other collective agreements, the Faculty Handbook, or whichever other collective agreement that applies to the ambiguity at issue, shall be authoritative.

Preamble:

These procedures have been developed in accordance with the provisions of Faculty Handbook Article 13.03, which provides for the University Librarian to establish such procedures, subject to the limitations of the Faculty Handbook, following consultation with Professional Librarians assigned to the University Library, for the purposes of the assignment of duties to such Professional Librarians. Given the wide range of services provided in the University Library, by a diversity of staff categories, and the wide range of duties in Article 13.02 to be executed by Professional Librarians, these procedures establish a transparent means of assigning duties, in a collegial, fair and consultative manner, while recognizing that all such duties are deemed to have been assigned by the University Librarian (Article 13.01). Furthermore, these procedures are developed to take into account the core, specific areas of duty of Professional Librarians articulated in Articles 14.11.1(a) through 14.11.1(c), namely: (a) Performance as a Professional Librarian; (b) Research and Professional Development; and (c) Service to the University and Society.

The procedure for the assignment of duties is also informed by the following contextual factors:

- the University's Strategic Plan
- the Library's Unit Academic Plan
- the operational needs of the Library, broadly defined
- the changing academic environment and best practices in university libraries
- the need, where appropriate, to provide support to the Professional Librarian for the acquisition of new skills
- disciplinary variations within the University, and within the professional expertise inventory of Professional Librarians assigned to the University Library
- variations in assignments of duty which allow for the career development of Professional Librarians in areas of interest to them, and of benefit to the Library and the University
- that Professional Librarians embarking on periods of Study Leave will be given an opportunity to take up some proportion of the portfolio they held, following their return from Study Leave
- professional development accrued on Study Leave will be a factor taken into account in the assignment of duties, to facilitate leveraging of the University's investment through such Study Leave

Procedures:

- (1) For each Professional Librarian who is evaluated under the Faculty Handbook, duties are to be assigned in advance of the prospective evaluation period, for the complete prospective evaluation period. That is, duties are assigned in advance of July 1 of the prospective evaluation period. Professional Librarians eligible for biennial evaluation under Article 21 shall have an assignment running over two contract years; Professional Librarians who are annually evaluated under Article 21 shall have an assignment running over one contract year. Should Study Leave or other Leave be accorded to a member, the assignment of duty shall be adjusted accordingly.
- (2) Under normal circumstances, no later than November 30 in the year for which duty has currently been assigned, the University Librarian shall schedule a meeting of all Professional Librarians assigned to the Library, for a consultation in committee, to establish prospective assignments of duty for the forthcoming contract years, for all such Professional Librarians evaluated under Article 21. The University Librarian shall serve as Chair at this meeting, which will also be attended by the Associate University Librarians.
- (3) All duties of a Professional Librarian (as described in Handbook Article 14.11.1(a)), and which therefore require an explicit assignment of duty, shall be identified, and a listing of these assignments shall be circulated to all Professional Librarians prior to the November 30 meeting. The purpose of this meeting is to ensure that there are opportunities for members to be considered for all available types of assignment listed in Article 13.02, and to ensure that the total amount of work to be undertaken by each member is reasonable and roughly equivalent in terms of the time and effort required for the competent execution of that work, including duties encompassed in (4) and (5) below.
- (4) Research and professional development duties are not normally specifically assigned to the Professional Librarian by the University Librarian. However, such duties are a clear expectation for the member, as indicated in Articles 11.04 and 14.11.1(b), therefore the percentage of time to be devoted to such duty shall be established for each member, as part of the assignment of duties procedure.
- (5) Service duties to the University and society are not normally specifically assigned to the Professional Librarian by the University Librarian. However, again, such duties are a clear expectation for the member, as indicated by Articles 11.04 and 14.11.1(c), therefore the percentage of time to be devoted to such duty shall be established for each member as part of the assignment of duties procedure.
- (6) The percentages of total time allocated to each of the duties in (3)-(5) above, which are reflective of the duties defined, respectively, in: Handbook Article 14.11.1(a), Performance as a Professional Librarian; Handbook Article 14.11.1(b), Research and Professional Development; and (c) Handbook Article 14.11.1(c), Service to the University and Society, are understood to be 80%, 10% and 10% for (3)-(5) respectively, in keeping with the historical practices pertaining to assignments of duty of Professional

Librarians assigned to the Library. These percentages do not apply to a Professional Librarian who is on Study Leave for all or part of an evaluation period, and is executing a normal range of duties encompassed by activities in (3)-(5) through the balance of the evaluation period. A Professional Librarian who is on Study Leave for all or part of an evaluation period will have the 80%, 10%, 10% weights adjusted accordingly, to be reflective of the portion of the evaluation period spent on Study Leave, and the portion of the evaluation period spent on the regular duties in (3)-(5) above.

- (7) Notwithstanding the percentages of time allocated to each of (3)-(5) above, and identified in (6) above, a Professional Librarian may, *ex post* to the evaluation period, propose minor deviations from their prospectively agreed percentages when submitting their Professional Activities Report (PAR) for the evaluation period in question. Final percentages for a given review period are set following consultation between the Professional Librarian and the University Librarian, in a manner to reflect a balance of the three duties in (3)-(5).
- (8) Duties to be assigned shall take into account acknowledged and agreed upon contextual factors. Every effort shall be made to complete the procedure for the assignment of duties in a timely fashion. This may require additional meetings beyond the November 30 meeting described in (2) above, such additional meetings to be at the call of the University Librarian.
- (9) Assigned duties shall be established for each member by March 31 prior to the prospective evaluation period, as well as the percentage of time to be devoted to each of the areas of duty described in Articles 14.11.1(a) through 14.11.1(c). These assignments and percentages shall be communicated to each member in writing by May 31 prior to the prospective evaluation period. A summary of this assignment of duty and percentages of time for each area of duty for all members shall also be provided to each member by August 31.

Note: These Assignment of Duties procedures have been developed based on the advice contained in the document "Policies and Procedures to Determine the Assignment of Duties of ULFA Library Members", discussed at the Professional Librarians' Committee (PLC) meeting of May 17, 2012, and following consultative meetings of the PLC on November 15, 2012 and December 20, 2012. These procedures may be revised from time to time, depending on evolving Library operational needs, broadly defined, through further consultative PLC meetings, as contemplated in Faculty Handbook Article 13.03.

Version 3.0, Final, January 4, 2013.

2023 Update
No Changes

School of Liberal Education Workload Process

PROCEDURES FOR ASSIGNMENT OF TEACHING LOAD AND TIMETABLING
SCHOOL OF LIBERAL EDUCATION
SHELLY WISMATH, DEAN OF SLE
OCT. 17, 2022.

The School of Liberal Education currently consists of 6 members. The teaching load for each person is set in contract at hiring or amendments made later.

- One associate professor who teaches 5 courses per year;
- One tenure-track assistant professor, teaching 4 courses per year;
- One tenure-track assistant professor holding the Evelyn Hamilton Chair, and teaching 3 courses per year;
- One Instructor II, teaching 7 mostly lower-level courses plus 3 sets of labs per year, for a yearly course equivalent of 8 courses.
- One Instructor III, funded by the Mastercard Foundation to teach 6 sections per year of LBED/NEUR 2300.
- Current Dean, who has been teaching 3 to 4 courses per year.

Given the diversity of subject, teaching and research areas of our faculty members, we almost all have a specific package of courses that we normally teach. This makes assignment of courses to teach quite straightforward. The Dean annually sends a tentative list of what courses should be offered in the subsequent year, with suggestions as to who will teach what. This is followed by email or in-person discussions with individuals to flag any concerns or changes desired. We also discuss as a group what changes might be needed to number of sections per course, increase or decrease in enrolments, etc.

2023 Update

No changes

Faculty of Fine Arts Workload Process

This is the process in the Faculty of Fine Arts as summarised by the current interim Dean:

The process in Fine Arts is driven primarily by the chairs and by the assistant dean of student services, James Dobbie. Individual chairs consult with James about what needs to be offered in the upcoming semester and who usually teaches those courses. I am consulted if there is a decision to be made to, for example, cancel a course (which I have only done at the request of the faculty member, when enrollment was too low to make the course viable), or when a faculty member has asked for some specific conditions -- to teach online for example, or to teach in a time slot that accommodates their childcare needs. In my experience so far, we have accommodated those requests as much as possible.

My greatest involvement happens when the usual person can't teach the usual courses, because they are on medical or study leave. In those cases, in consultation with the chair and with James, we decide if a course doesn't need to be offered, or can be offered in another semester, or can be substituted for something else, or can be taught by a term or sessional. As I said, that's really driven by the chairs and their suggestions of who we could hire. I facilitate getting the contracts approved; the actual labour of the contracts is all done by our academic assistant, Sarah Hilliard. I am of course especially involved if it's a contract for a new faculty member. In those cases, I would consult with Cathy Kanashiro about salary, and I've had to consult with Angela Rosenau about a couple of new hires who are American.

Faculty members usually teach 5 courses. I have left exceptions to that rule largely to the chairs or to individual requests. For example, the chair of Music argued that two faculty members holding large research grants should get a course release; this practice had been established by the previous dean, so I agreed. An individual faculty member requested a course release in lieu of full parental leave. We accommodated a particularly stressful need for compassionate leave by getting a sessional to cover a few weeks in a semester. We always give new tenure-track faculty one course release in their first year. There is an arrangement that was put in place by a previous dean that once a faculty member supervises two graduate students to completion, they get a course release. These are all tracked by Sarah, in addition to the course releases for being a chair or a research chair and so on.

Most instructors teach 7, because that's the precedent, and I have left that to chairs to timetable based on their need to cover curriculum. We also have some complicated situations where instructors serve as, for example, the studio coordinator or a designer on theatre productions, or are particularly involved in new curriculum development, and those duties are counted as course equivalents.

I am sure this is probably far more narrative than you were hoping for. To summarize: workload is assigned in consultation with the member and their chair, with essential input from James Dobbie, and is driven primarily by the curriculum.

2023 Update

No changes